

Memory Strategy Options in Collocation Learning among EFL Learners

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ABSTRACT

In addition to being taught terms, the learners or students should have strategies to increase their vocabulary knowledge (Oxford, 2003). Memory strategies are one of the most effective methods to help the learners with vocabulary learning (Nemati, 2009). With respect to learning vocabulary, it doesn't consist of simply learning a new single word and its meaning, but learners should learn how the words collocate and their collocations (Lewis, 2000). Collocations can improve the learners' communicative skills. Moreover, when the learners use them, it sounds natural to native speakers (McCarthy, 2005). Thus, the present study has attempted to investigate the use of memory strategies for collocation learning among 41 EFL students from Khon Kaen university. In the study only 3 sub-memory strategies were selected to be utilized which included imagery, making acronyms, and grouping. Collocation exercises were taught to the participants and a questionnaire was administered to collect data. In the training sessions, the participants learned to apply the selected memory strategies to the collocation exercises. After the training sessions had been completed, questionnaires were given to the participants. These instruments allowed the participants to indicate which of the 3 selected sub-memory strategies they had most often selected to use with their collocation learning. Content analysis was used to analyze the data from the questionnaires. The results indicated that the type of collocation exercise which had been used for collocation learning was "grouping".

Keywords- *Collocation knowledge; Teaching of collocations; Memory strategies; Imagery; Acronyms; Grouping*

I. INTRODUCTION

In language teaching and learning, grammar isn't the only focus. Vocabulary is another very essential part. This notion is supported by a statement by Wilkin (1972, pp. 111-112) who stated that "without grammar little can be conveyed; without vocabulary nothing can be conveyed". However, vocabulary is neglected in the language classroom because there are many teachers who believe that vocabulary can be acquired while the learners are learning other skills such as reading and writing, etc. (Zimmerman, 1997).

Regarding teaching vocabulary, it doesn't simply consist of teaching a new single word and its meaning. Instead of explaining what each of word means, teachers should show the learners the functions of the words and how they collocate (Lewis, 2000). Words don't only appear as single units, but they also appear in two or more groups of items which are known as word combinations or collocations (Duan & Qin, 2012; Harmer, 2001). Collocations are defined as a combination of words which are used together. Furthermore, collocations can help the learners to sound more like native speakers when they use them (McCarthy, 2005). Hill (2000, p. 53) argued that about 70% of everything we say, hear, read, or write consists of collocations. In addition, there are many researchers who have supported the importance of collocations (e.g. Boonyasquan, 2011; Duan & Qin, 2012; McCarty, 2005). However, because teaching and learning collocations has been neglected in the language

classroom, there is a lack of collocation usage among the students (Hashemi, Aziznezhad & Dravishi, 2012). Even if students are advanced EFL learners, they will still have problems with collocations, and the same is true for Thai learners (Mongkolchai, 2000; Supanfai, 2009). The task of finding ways to help the learners expand their knowledge of vocabulary or collocations should not be ignored. Vocabulary teaching isn't solely about teaching terms. Therefore, learners should be given strategies which can help them to improve their vocabulary knowledge (Oxford, 2003). In addition, memory strategies are one of the most effective methods for helping learners, and many researchers have supported the use of memory strategy instruction (Gorbani & Riabi, 2011; Zahedi & Abdi, 2012; Nemati, 2009).

To conclude, there are many studies that have supported the idea that memory strategies represent beneficial methods to help the learners in vocabulary learning. In previous studies, only single words were selected to be used in memory strategies. However, as a part of vocabulary learning, the learners should learn the word's collocations. Given that learning collocations is one of the important aspect of vocabulary learning, it still remains a difficult part for all EFL learners, even the advanced EFL learners. Thus, the present study has been carried out in order to investigate the memory strategies that the students had most frequently selected to use in their collocation learning.

In order to find the most suitable strategies for collocation learning for university EFL learners, the

following research question was formulated: *“Of the 3 sub-memory strategies, which strategies did the students employ in their collocation learning?”*

II. LITERATURE REVIEW

A. Collocational Knowledge

Understanding the various parts of vocabulary knowledge is required because it indicates the learners' level of comprehension (Chou, 2011; Shahov, 2012). To become successful in communication, EFL learners should increase their vocabulary knowledge. Vocabulary knowledge is only a part of knowing a word. It doesn't mean that the learners have to simply learn its meaning or its definition, but it involves knowing its word family or collocations (Nation, 2001). Words are always used together and are also presented in their collocational forms. While, there are many ways to raise the level of vocabulary knowledge, knowing a word's various collocations is one of the essential parts of knowing a word. Therefore, knowing a word means that the learners are required to know its collocations in order to understand the word and to increase their vocabulary knowledge (Duan & Qin, 2012).

In term of “Collocations”, collocations have been examined by many scholars (e.g., Firth, 1957; Lewis, 2000; Nesselhauf, 2005). Firth (1957) was the first to introduce collocations by defining them as a combination of words which normally co-occur or appear together. While, Woolard (2000) defined collocations as “words which are statistically much more likely to appear together than random chance suggests” (p. 24). Moreover, Sinclair (1991) defined collocations as “items that occur physically together or have strong chances of being mentioned together”. The definitions provided by Woolard and Sinclair are slightly different. The earlier definitions showed that in order to define collocations, co-occurrence and a frequency-based approach needed to be used. In addition, it is indicated that collocations can be viewed differently both in their frequency of occurrences and in their combinations.

In language learning, collocations are important and are beneficial to the learners with respect to all language skills: reading, writing, listening, and speaking. Moreover, using collocations can help learners to sound more like native speakers (Fan, 2009). Hill (2000) argued that about 70% of everything we say, hear, write, and read consists of collocations. Similarly, Goudarzi (2012) stated that collocations affect the language ability of learners. In regard to the accuracy and fluency of the learners, collocations represent an important part of language learning. There are a number of scholars who have recommended that collocations should be included in language teaching and learning (e.g., Attar & Allami,

2013; Goudarzi, 2012; Bazzaz & Samad, 2011). Thus, it has been demonstrated that collocational knowledge is required and should be taught to EFL learners to benefit them in utilizing their language skills and communicating successfully. Moreover, to better perform in all language skills, the learners should pay more attention to collocations. Even though collocations are essential, they are still problematic for EFL learners, even the advanced EFL learners. There are number of previous studies which have indicated that EFL learners are still facing collocations' problem (e.g., Phoocharoensil, 2013). For example, Thai students may say that they “play the Internet” instead of saying that they “surf the Internet” (Supanfai, 2009). Therefore, collocation learning should be included in EFL language classroom.

B. The Teaching of Collocations

Collocations are quite new to EFL learners and even to some EFL teachers. The learners still have problems with collocations when they use them. As a result, if teachers seek to help the learners increase their collocational knowledge, teaching collocations is required. With respect to teaching collocations, there are many concepts related to teaching them (Hill, 2000; Radhi, 2013; Wu, 2010). For instance, Hill (2000) recommended that collocations should be taught as a single word. Yet, Wu (2010) stated that when the teachers are presenting a new word, its collocations should also be presented with that word. Moreover, it has also been recommended to focus on “mis-collocations” (Conzett, 2000; Radhi, 2013; Woolard, 2000). In addition, it has further been suggested to focus on “verb + noun” collocations because these are the first mistakes that EFL learners make (Lewis, 2000; Yan, 2010). Studies have shown that this type of collocation is difficult for some ESL and EFL learners to acquire and is frequently misused by the learners (Liu, 2002; Wang, 2001). Additionally, the four most misused verbs from “verb + noun” collocation have been shown to be “make”, “do”, “take”, and “have” which have been recommended for EFL learners because these verbs can help them to become more focused on mis-collocations (Yan, 2010).

With respect to teaching collocations, there are many different methods of teaching collocations, yet they still remain difficult for EFL learners. Nemati (2009) suggested that in order to assist learners with vocabulary learning, language learning strategies are recommended. Moreover, Wu (2010) also mentioned teaching the learners strategies to help them with vocabulary learning. Therefore, if teachers wish to help the learners increase their vocabulary knowledge, strategies should be presented. Nation (1990) stated that “Language learning strategies” are related to ways of helping students learn

more easily and more quickly, as well as helping to make learning more enjoyable. Whereas, many types of language learning strategies exist, one of the most effective ways to assist the learners is by utilizing “Memory strategies” and this strategy has been supported by many scholars (e.g. Sozler, 2012; Yek, 2006).

C. Memory Strategies

Memory strategies or “mnemonics” are one of the most effective strategies for vocabulary learning (Sozler, 2012). Oxford (1990) claimed that memory strategies can help the learners to store and to retrieve new items of vocabulary. Memory strategies are divided into 4 sets as follows: 1) creating mental linkages, 2) applying images and sounds, 3) reviewing well, and 4) employing action. Of the 4 sets of memory strategies which have been classified by Oxford (1990), only 3 sub-memory strategies were selected for the present study: imagery, making acronyms, and grouping.

1) “**Imagery**” refers to linking a list of things to concepts in memory by picturing them together or separately. The image can be anything, such as a picture of an object or a picture of a place, etc.

2) “**Making Acronyms**” refers to using acronyms and means that the learners will form real or nonsensical words from the first letter of a list of words.

3) “**Grouping**” indicates that learners place words together that belong to the same category and in so doing can make the words easier to remember. Groupings can be based on types of words, topics, or similarities, etc.

In conclusion, there are many research studies that have supported the use of memory strategies (Ghorbani & Riabi, 2011; Marzban & Amoli, 2012; Nemati, 2009; Sozler, 2012; Zahedi & Abdi, 2012). These 3 sub-strategies of imagery, making acronyms, and grouping have been suggested to be one of the most useful methods of helping learners retain vocabulary. In addition, Sozler (2012) argued that memory strategies can help the learners to remember and retrieve the new information. However, only rarely have studies incorporated memory strategies into collocation learning. Therefore, in the present study, memory strategies were selected to assist in revealing the students’ frequency of use in learning collocations. Four sets of memory strategies have been classified by Oxford (1990). Due to their ease of implementation, of the four, three sub-strategies of ‘imagery’, ‘making acronyms’, and ‘grouping’ were selected for the present study. Therefore, the target for teaching should be to increase retention without increasing study time. Since learners forget much of what they have learned, applying memory strategies is a good way for the learners to derive benefits from

learning that provides them with long-lasting knowledge (Nemati, 2009).

III. METHODS

This research study was conducted on 41 EFL learners in order to determine which of the selected sub-memory strategies the participants would most often choose to use in their collocation learning. This portion discusses the research procedures (including the participants), as well as the research instruments.

A. Participants

The participants of the present study were 41 Khon Kaen University students from various disciplines and were selected by a purposive sampling technique as a representative of the whole for the following reasons. Firstly, it has been argued that collocation is difficult for EFL learners, even for advanced EFL learners (Attar & Allami, 2003). Secondly, if the learners were equipped with language learning strategies, it could help them to improve vocabulary knowledge. Thirdly, the use of memory strategies has been recommended and supported by many scholars (Asgari & Mustapha, 2011; Oxford, 2003; Nemati, 2009). Therefore, these students were selected to participate in the present study.

B. The Research Instruments

1) The Questionnaire

The questionnaire was adapted from a study by Nemati (2009) and was divided into two main parts as follows: 1) general information and 2) the learners’ frequency of usage of the memory strategies. In order to increase understandability and to avoid misunderstandings, the questionnaire was created using the Thai language. The questionnaire consisted of a series of statements that focused on the participants’ collocation learning processes for which they were required to rate the level of frequency with which they had utilized the memory strategies. The interpretation of the participants’ responses was based on a scale from 1 to 5 as follows: 1 = “never”, 2 = “rarely”, 3 = “sometimes”, 4 = “almost every time”, and 5 = “every time”.

2) Collocation Exercises

The exercises were adapted from a book entitled, “English Collocations in Use” by Michael McCarthy and Felicity O’Dell (2005) and was edited by a native English speaking teacher. They consisted of matching exercises, and the purpose

of the activities was to raise the learners' awareness of collocation learning by utilizing memory strategies. Hill (2000) suggested that various types of collocation exercises can help the learners to have more awareness of collocations.

In addition, the collocation exercises were conducted to train the learners on how to apply memory strategies to their collocation learning. Given that there are various types of collocations, for these exercises only "verb + noun" collocations were selected because these have been found to be a major area of weakness for EFL students (Liu, 1996 b; Liu, 2002, as cited in Bhumadhana, 2011) Moreover, focusing on mis-collocations has been suggested by many researchers (e.g., Conzett, 2000; Radhi, 2012; Woolard, 2000). Yan (2010) claimed that collocations comprised of "make", "do", "take", and "have" plus nouns are the most misused of the verb + noun collocations. Thus, these 4 misused types were selected for the study. Furthermore, the target items, that were connected to the 4 misused types, were selected from the GSL (General Service List, West, 1953) and were also selected from the following books: 1) "English Collocations in Use" by Michael McCarthy and Felicity O'Dell (2005) and 2) the participants' textbook, "Touchstone" by Michael McCarthy, Jeanne McCarren, and Helen Sandiford (2014). Finally, 30 target words were selected to make 30 targeted collocations which were then randomly mixed into 4 set of collocations.

C. Data Collection

The researcher began the first step of the three-step process by explaining the nature of collocations and memory strategies. Next, the exercises were provided to the participants, and finally, they were trained in how to apply the 3 selected sub-memory strategies with their collocation learning. The researcher offered help and some suggestions to the participants while they were doing the exercises. The format of the exercises was matching. The participants were required to match each collocation with the correct sentences, and each word could only be used once. Furthermore, each of the participants, on his/her own, could choose to use any of 3 selected sub-memory strategies while doing the exercises.

The training sessions, which took place twice a week, were conducted from the first week of the semester through the third week for a total of 5 sessions. Each session took about 90 minutes, but the training only took approximately 30 minutes. During the training session,

the researcher trained the participants in each of the sub-memory strategies and provided suggestions on how to apply memory strategies to their collocation learning. In the third week, the participants were required to complete the questionnaire. The entire process to collect the data took about three weeks.

Table 1: THE LESSON PLAN

Week	Class	Step	Activity
1	1	Introducing Collocations	<ul style="list-style-type: none"> Teacher introduced "collocations" and gave the students some examples.
		Presenting Memory Strategies	<ul style="list-style-type: none"> The students received an explanation of memory strategies and the teacher grabbed the students' attention by familiarizing them about memory strategies. Teacher offered students an explanation of how to apply memory strategies with their collocation learning. Teacher explained what the students needed to do and allowed them practice an activity.
1	2	Practicing Collocation Learning Using the Acronym Technique	<ul style="list-style-type: none"> Teacher introduced the concept of collocation learning through use of the acronym technique. Teacher trained the students on how to use the technique and allowed them do the activities.
2	3	Practicing Collocation Learning Using the Imagery Technique	<ul style="list-style-type: none"> Teacher introduced the concept of collocation learning through the use of the imagery technique. Teacher trained the students on how to use the technique and allowed them do the activities.
2	4	Practicing Collocation Learning Using the Grouping Technique	<ul style="list-style-type: none"> Teacher introduced the concept of collocation learning through the use of the grouping technique. Teacher trained the students on how to use the technique and allowed them do the activities.
3	5	Summarizing	<ul style="list-style-type: none"> Teacher summarized the concept of collocation learning through the use of the memory strategies.
		The Questionnaire	<ul style="list-style-type: none"> Teacher provided the questionnaire to the students so that they could examine the frequency with which they had used memory strategies in their collocation learning.

IV. RESULTS

The Frequency of the Usage of Memory Strategies on Collocation Learning

TABLE 2: THE STUDENTS' FREQUENCY OF MEMORY STRATEGY USAGE IN COLLOCATION LEARNING

Topics	Level of Frequency of Use		Interpretations
	X	S.D.	
1. Using images helps me to better remember the collocations.	3.68	0.85	Almost every time
2. Grouping the collocations is a beneficial way to learn new collocations.	3.95	0.70	Almost every time
3. Remembering the first letter of each collocation can help me to remember the collocation faster.	3.54	0.77	Almost every time
4. When I learn a new collocation, I will make a collocation image card.	2.95	1.10	Sometimes
5. When I learn a new collocation, I imagine its image to help me remember it.	3.37	0.96	Sometimes
6. I group the collocations by their parts of speech. For example, "noun", "verb", etc.	3.34	1.03	Sometimes
7. To remember the collocations, I group the collocations into categories, such as animals, vegetables, or subjects.	3.78	0.93	Almost every time
8. I use its acronym to help me remember the collocations.	3.32	0.96	Sometimes
9. To remember the collocation, I remember only the first letter of the word for each collocation.	3.51	0.92	Almost every time
10. To remember the collocation, I use its acronym to make a new word.	2.95	1.13	Sometimes
Average	3.43	0.93	Almost every time

Table 1 indicates the students' frequency of usage of the memory strategies for collocation learning for each of the statements. The three top responses with the highest average mean scores were *Topics 2, 7, and 1*. In *Topic 2* which received the highest mean score ($\bar{x} = 3.95$, S.D. = 0.70), it was revealed that almost every time when the students had learned new collocations, the technique of grouping the collocations had been useful to them. *Topic 7* received the second highest average mean score ($\bar{x} = 3.78$, S.D. = 0.93), which indicated that when the students had wanted to remember collocations, they had grouped them almost every time into the categories such as subjects and animals, etc. *Topic 1* received the third highest average mean score ($\bar{x} = 3.68$, S.D. = 0.85) which indicated that when the students had wanted to

remember collocations, they had used images almost every time.

In this study, three sub-memory strategies were selected in order to investigate the students' frequency of usage for each of the sub-memory strategies with respect to collocation learning. Their frequency of memory strategy usage has been divided into the following 3 types as shown in Table 3.

TABLE 3: THE STUDENTS' FREQUENCY OF SEPARATING THE USAGE OF SUB-MEMORY STRATEGIES IN COLLOCATION LEARNING

Topics	Types of MS	Level of frequency use		Interpretations
		X	S.D.	
2. Grouping the collocations was a beneficial way to learn new collocations.	Grouping	3.95	0.70	Almost every time
6. I grouped the collocations by their parts of speech. For example, "noun", "verb", etc.	Grouping	3.34	1.03	Sometimes
7. To remember the collocations, I grouped the collocations into categories, such as animals, vegetables, or subjects.	Grouping	3.78	0.93	Almost every time
Average		3.69	0.88	Almost every time
1. Using images to helped me to better remember the collocations.	Imagery	3.68	0.85	Almost every time
4. When I learned a new collocation, I would make a collocation image card.	Imagery	2.95	1.10	Sometimes
5. When I learned a new collocation, I would imagine its image to help me remember it.	Imagery	3.37	0.96	Sometimes
Average		3.33	0.97	Sometimes
3. Remembering the first letter of each collocation helped me to remember the collocation faster.	Acronyms	3.54	0.77	Almost every time
8. I used its acronym to help me remember the collocations.	Acronyms	3.32	0.96	Sometimes
9. To remember the collocation, I remembered only the first letter of the word for each collocation.	Acronyms	3.51	0.92	Almost every time
10. To remember the collocation, I used its acronym to make a new word.	Acronyms	2.95	1.13	Sometimes
Average		3.33	0.94	Sometimes

Table 3 shows the students' frequency of usage for each of sub-memory strategies (i.e., imagery, making acronyms and grouping) during collocation learning. The results indicated that the "Grouping" strategy had had the highest mean score. The students' frequency of "Grouping" had been shown to have the highest mean score ($\bar{x} = 3.69$, S.D. = 0.88). This indicated that the students had grouped sets of collocations almost every time. "Imagery" and "Making Acronyms" shared the second highest mean score with ($\bar{x} = 3.33$, S.D. = 0.97) and ($\bar{x} = 3.33$, S.D. = 0.94), respectively. This result indicated that the students had sometimes used these two strategies. Using "Imagery" meant that the students had sometimes remembered collocations by using images. Using "Making Acronyms" meant that the students had sometimes remembered collocations by recalling only the first letter of each word in the collocations.

In order to compare the 3 sub-memory strategies, the mean scores were analyzed by using One-way Anova to reveal the significance differences between the 3-sub-strategies. The results are shown in Table 4 below:

TABLE 4: THE VALUES OF STATISTICAL DIFFERENCE FOR EACH OF THE SUB-MEMORY STRATEGIES

Type of MS	Level of Frequency of Usage			Sig.
	No. of Students	Mean	S.D.	
Grouping	41	3.69	0.88	0.88
Imagery	41	3.33	0.97	
Making Acronyms	41	3.33	0.94	

$\alpha > 0.05$

This study investigated the students' frequency of usage of the memory strategies for collocation learning. Table 4 shows a comparison of the 3 sub-memory strategies which were analyzed using One-way Anova. The mean scores of "Grouping", "Imagery" and "Making Acronyms" were 3.69, 3.33, and 3.33, respectively. The findings indicated that when the 3 sub-memory strategies were compared, there had been no significant difference (Anova = 0.88, $p > 0.05$). The results indicated that the students had employed all three of the sub-memory strategies in their collocation learning.

V. DISCUSSION AND CONCLUSION

The findings from the present study found that the students had been satisfied with collocation learning through memory strategies. They felt that it had been able to help them have better retention and it had been an easy

method for them to use in learning collocations. The data from the questionnaire also revealed that among the 3 selected sub-memory strategies, the learners had most often employed the "Grouping" strategy in their collocation learning.

The Frequency of Usage of Memory Strategies in Collocation Learning among Students

In this article, the research question formulated for the study was intended to explore which of the strategies had been employed by the students in their collocation learning. The results revealed that the students had perceived the 3 sub-memory strategies as having value. Moreover, of the 3 sub-memory strategies, the students agreed that they had most frequently used "Grouping" during their collocation learning, while "Imagery" and "Making Acronyms" had been their second choices as noted by both of them sharing the second highest mean score. In fact, they had employed all of the three strategies almost every time. In addition, the results from the questionnaires indicated that the students had deemed all 3 sub-memory strategies to be acceptable, useful, and helpful in their collocation learning process.

In order to better help EFL learners in the area of vocabulary learning, memory strategies need to be highlighted. Because learning collocations is difficult for EFL learners, students should be trained in the techniques of applying memory strategies to their collocation learning because they are useful in the arenas of language teaching and language learning. Moreover, memory strategies provide the students with the necessary help to acquire and retain new words. In the training session, it was suggested that the students should apply the 3 sub-memory strategies in their collocation learning. Afterwards, they came to the realization that memory strategies are beneficial way to learn collocations.

What the present study illustrates is that when memory strategies are provided to the students when they are engaged in learning collocations, the students will become more motivated to learn the language by feeling more confident as a result of dropping their nervousness. Moreover, the study has also emphasized that memory strategies can assist students to learn collocations, and thus, provide longer retention. Therefore, the students need to be trained in how to best develop their collocation learning through memory strategies.

Three sub-memory strategies employed in the present study: Imagery, Making Acronyms, and Grouping. "Imagery" represents the method by which way the students link the collocation to a visual image. Oxford (1990) stated that chunks of information can be effectively packaged and transferred to long-term memory through visual images. Moreover, imagery is

one of the most powerful devices that can help students to recall verbal material.

Moreover, “*Making Acronyms*” refers to the method in which the students select only one letter from each collocation to assist them in remembering it rather than remembering all of the letters of each collocation. This strategy helps the students to reduce the collocation to a set of letters to help them to retain the information more easily.

Lastly, “*Grouping*” refers to the way that students group a set of collocations into categories or into its part of speech in order to remember them. It received the highest mean score which meant that the students had most frequently employed this strategy in their collocation learning. The target collocations were accordingly focused on only four verbs which represented the verbs that EFL learners make the most mistakes with. Therefore, when the students were grouping the collocations, they could easily separate the collocations into 4 groups which had been distinguished by those four different verbs. These results are similar to the findings from several studies. Studies by Soler (2012), Nemati (2009), and Marban & Amoli (2012) supported the premise that these sub-memory strategies (i.e., imagery, making acronyms, and grouping) were one of the best ways to help the students to store and retrieve new information.

However, there are many students who rarely use the memory strategies, because they are not aware of how to actually use them (Oxford, 1990). Thus, applying memory strategies is one good method to help the students to acquire long-lasting knowledge. The teaching portion of collocations should focus on increasing the students’ retention instead of increasing their study time. Therefore, by applying memory strategies the long-lasting retention of knowledge can be promoted which is the aim of education (Nemati, 2009).

The Impact of Memory Strategies

Memory strategies were found to be effective in raising awareness and increasing collocational knowledge. With the memory strategies, the students had learned how to apply the strategies as they worked through the exercises. Researchers, including Ghorbani & Riabi (2011), Marzban & Amoli (2012), Nemati (2009), Sozler (2012), and Zahedi & Abdi (2012), have all supported the effectiveness of memory strategies in vocabulary learning.

Firstly, memory strategies help the students to gain knowledge of collocation through noticing and practicing them (Lewis, 2000). By examining the students’ scores of the exercises, it was found that the students had been able

to reduce their collocation mistakes. In the sessions, the students were first introduced to collocations and memory strategies before the training portion began. The training included matching exercises and upon completion, the students received comments and suggestions about their work. Throughout the process of the training, the students were able to practice and gain additional knowledge about learning collocations via memory strategies. Therefore, it can be stated that memory strategies had helped the students to gain more collocational knowledge.

Secondly, besides “mis-collocations”, which should be suggested in the language classroom, memory strategies also can help the students in raising awareness of collocations. Accordingly, collocations represent an important aspect of language learning and therefore, should be included in the EFL classroom. Memory strategies are effective methods of helping students to raise their awareness of collocations. The results from the questionnaire indicated that the students had realized that memory strategies represented a beneficial way to help them remember collocations more efficiently and more quickly. The teachers should include memory strategies when they teach the students about collocation learning. Moreover, the students should learn how to apply memory strategies in their collocation learning while the teachers give comments and some suggestions to them. All of these could also assist the learners to raise their awareness of collocation usage.

Some Implications for Teaching Collocations & Further Studies on Thai students

Two implications can be derived from the data: 1) memory strategies can help the students in collocation learning and 2) students require instruction and practice in how to apply memory strategies. Therefore, language teachers should include memory strategies in the curriculum when teaching students of all every level. Moreover, when teaching new vocabulary in the first class, memory strategies should be introduced. In addition, when teachers are focusing on ways to teach vocabulary, methods, such as memory strategies, should be suggested and implemented in order that students may become more aware of vocabulary. Therefore, by paying greater attention to the usage of memory strategies the students will be assisted with their vocabulary learning. In addition, the students could be introduced to other types of language learning strategies (e.g. cognitive strategies, compensation strategies or metacognitive strategies, etc.) in order to introduce them to suitable methods to further enhance their learning.

Since this study was conducted to investigate the students’ frequency of memory strategies use for in collocation learning, there were no Pre-test scores to

compare with Post-test scores. Thus, in order to see the impact of memory strategies on collocation learning, further studies, that focus on investigating the effectiveness of collocation learning through the utilization of memory strategies by means of comparing the Pre-test and Post-test scores, should be carried out.

Conclusion

Learning collocation through memory strategies was shown to have a positive impact on students' collocation use and to help the students to better remember vocabulary. Moreover, it is a beneficial way to help students to gain a greater awareness of collocations. To implement this strategy, the students were presented with memory strategies as vehicles for learning collocations by completing collocation exercises. As they were worked on the exercises, they received suggestions from the teachers. In order to increase collocation awareness, students were able to practice and learn collocations by applying the memory strategies. Since collocation usage is needed in language learning, memory strategies are one of the effective ways to help EFL learners.

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